Breaking the Glass Cage: The Power of Data

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Disclosure

I [Erin D. Maughan] disclose the absence of personal financial relationships with commercial interests relevant to this educational activity within the past 12 months.
Learning Outcomes

• Articulate 3 ways data can be used to create change.

• Identify at least 2 personal goals for using data.
Glass Ceiling/Glass Cage

Barriers holding us back

• “Misgivings we have about ourselves and our abilities”
• Self-doubt
• Fear

Shattering the Glass Cage

-* (from article)
# 1. Your Value, Maximize it

- Scope of School Nursing
- Do you know the impact you make?
- Stay relevant to today’s issues
Framework for 21st Century School Nursing Practice™

STANDARDS OF PRACTICE

- Care Coordination
- Community/Public Health
- Leadership
- Quality Improvement

Family and School Community
Healthy, Safe, Ready to Learn

Students

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BETTER HEALTH. BETTER LEARNING.™
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# 1. Your Value, Know it

“When you know your worth, you move different.” -Anonymous
#2. Own Your Power (don’t give it away)

- **POWER**: “the ability or capability to do something or act in a particular way” (Oxford English Dictionary)

- Say “Yes” to make an impact
  - Be careful how you say “No”

- Address relevant issues
  - Opioids, mental health, ACES vs. Lice

“You gain trust by proving you are worthy of it.”
-Frank Sonnenberg
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#3. Utilize your Data

- Regularly share with your principal
- Data is objective
- Show a need for change
- Show workload concerns
School nurses are licensed nurses who work in public and private schools and use evidence-based practice to promote individual and population-based student health, provide care coordination, advocate for quality student-centered care, and advance academic success. School nurses are leaders who bridge health care and education, and collaborate to help create healthy communities. NASN recommends students have daily access to, at a minimum, a full-time baccalaureate-prepared registered nurse (RN).

**Percentage of Schools with School Nurse Coverage**

- **60.8% Full-time**
- **14.5% Part-time**
- **24.7% None**
- **46.7% Full-time**
- **44.8% Part-time**
- **8.6% None**
- **32.7% Full-time**
- **38.0% Part-time**
- **29.3% None**
- **9.6% Full-time**
- **54.4% Part-time**
- **36.0% None**

**% FTE by School Type**

- **Elementary**: 62.4%
- **Secondary**: 24.7%
- **Mixed**: 12.9%

**95,776 Full-Time Equivalent (FTE) School Nurses**
Full-time, Part-time, No School Nurse

Full: 39.8
Part: 30.1%
No: 30.1%

Full: 56.9%
Part: 22.0%
No: 21.1%

Full: 80.7%
Part: 13.6%
No: 5.7%

Full: 72.9%
Part: 12.9%
No: 14.3%
Number of Schools Covered by SN

1: 32.8%
2: 22.1
>2: 36.8%

1: 67.1%
2: 20.1
>2: 15.5%

1: 54.8.1%
2: 17.1
>2: 38.9%
“I can’t compare quarterbacks as apples and oranges in my mind because everybody’s in a different system.” –John Elway
Show data important to your administrator

- Personal interest
- Support goals of organization
- Understood by education
School health data is vital part of a larger picture of child/community health
Uniform Data Set
WHAT is *Every Student Counts!*?

National initiative by NASN to develop a robust national school health data set that will:

• Influence local, state, and national student health policy;

• Identify best practices in school health; and

• Better understand student health needs.
Meanwhile, NASN will be....

<table>
<thead>
<tr>
<th>SN Capacity-building</th>
<th>Uniform Data Points</th>
<th>Data Infrastructure</th>
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<tbody>
<tr>
<td>NASN will develop education materials and resources</td>
<td>NASN will work with others to identify and define data points and develop minimum data set.</td>
<td>NASN will work with partners to develop a sustainable infrastructure to gather, store, and analyze data; and promote integration of data.</td>
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This will improve our ability to develop:

- Key policy changes to improve student health
- Evidence-based models of practice
- Increased visibility and awareness of the role of school nurses
- Increased understanding of school nurses to identify students at risk (predictive analytics)
- More partnerships
Data Needs & Stories
#4. Take Control
(“Refuse to Tolerate the Intolerable”*)

- Advocate for yourself
  – Instead of finding work arounds
- Don’t be intimidated
- Clearly state what you need

“We lose dignity if we tolerate the intolerable”

-Dominique de Menil
“You can’t lead from a crowd.”

-Margaret Thatcher*
#5. Have Courage

“We shouldn’t give our self-doubts power to make us settle for less from ourselves or from others that we really want.” - Leslie Sarasin*
“It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat.”

-Theodore Roosevelt
YOUTH

• Your value, maximize it
• Own you power
• Utilize data
• Take control
• Have Courage
Learning Outcomes

• Articulate 3 ways data can be used to create change.
• Identify at least 2 personal goals for using data.
"There is power in numbers and there is power in unity."

Martin Luther King, Jr

There is power in YOU.
Data Needs & Stories

Questions, comments, etc.  
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Thank you!


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Thank you!